



Glen Edwards Middle School

204 L Street • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8

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<http://gems.wpusd.k12.ca.us/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Western Placer Unified School District

600 6th. Street, Suite 400

Lincoln, Ca. 95648

916-645-6350

www.wpusd.k12.ca.us

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

**Assistant Superintendent,
Educational Services**

Audrey Kilpatrick

**Assistant Superintendent, Business
Services**

Gabe Simon

**Assistant Superintendent, Human
Resources**

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 850 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Students are our number one priority and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 916-645-6370 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	299
Grade 7	259
Grade 8	237
Total Enrollment	795

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	2.4
Filipino	1.3
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	0.3
White	47.3
Two or More Races	2.8
Socioeconomically Disadvantaged	53.5
English Learners	11.8
Students with Disabilities	12.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Glen Edwards Middle School	13-14	14-15	15-16
With Full Credential	29	34	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	1	1
Western Placer Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	303
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Edwards Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.7	7.3
Districtwide		
All Schools	32.3	67.7
High-Poverty Schools	25.8	74.2
Low-Poverty Schools	97.9	2.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Introductory Course, First Course and Second Course. CollegeBoard SpringBoard ELA, Student Edition, Grades 6-8. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Digits (6-8) Carnegie Learning Integrated 1 (grade 8) CollegeBoard SpringBoard Math, Student Edition, Grades 6-8. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall- Earth Science, Life Science, Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt- World History Ancient Civilization, World History Early Modern Times, United History Independence to 1914. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair. Staff Break room recarpeted new cabinets and water heater installed. Major landscaping project in progress in 2015. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. HVAC in one classroom needs cleaning. Room temperature in one classroom overly warm.
Interior: Interior Surfaces			X	Damaged floor tiles, chipping paint, damage ceiling tiles, carpet separating at seams, wall damage, crack in flooring, graffiti on ceiling, and missing panel covers throughout the campus.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Restrooms, hallway, and grounds need an overall cleaning. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical		X		Missing light diffusers in restroom and four classrooms. Electrical cords visible under a teachers desk. Lights out in two classrooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Missing faucet handle in one restroom. Low water pressure from drinking fountain in one classroom. Broken or faulty drinking fountain in two classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			No fire extinguisher in one classroom, staff room and parents room, and one not hung properly in another classroom. Plug-in air fresheners in two classrooms.
Structural: Structural Damage, Roofs	X			Stained ceiling tiles in 5 classrooms and leaking roof in one classroom. Roof drain not working properly in Library.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Damaged floor tiles in one classroom. Broken window in the hallway. Door closer broken in one classroom and window latch broken in another classroom.
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.20	27.10	32.60

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	44	50	44
Math	33	40	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	60	64	69	67	68	67	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	69
Male	71
Female	65
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	--
White	76
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	45
Students with Disabilities	61
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	301	298	99.0	29	31	30	10
	7	258	253	98.1	32	26	30	12
	8	235	232	98.7	17	33	37	13
Male	6		153	50.8	37	30	26	7
	7		129	50.0	38	26	27	9
	8		116	49.4	26	29	33	11
Female	6		145	48.2	20	31	34	14
	7		124	48.1	26	27	33	15
	8		116	49.4	8	37	41	14
Black or African American	6		3	1.0	--	--	--	--
	7		4	1.6	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		4	1.6	--	--	--	--
	8		2	0.9	--	--	--	--
Asian	6		5	1.7	--	--	--	--
	7		8	3.1	--	--	--	--
	8		6	2.6	--	--	--	--
Filipino	6		5	1.7	--	--	--	--
	7		5	1.9	--	--	--	--
	8		0	0.0	--	--	--	--
Hispanic or Latino	6		127	42.2	39	33	24	4
	7		112	43.4	40	30	23	6
	8		101	43.0	25	35	33	7
Native Hawaiian or Pacific Islander	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		148	49.2	22	27	36	15
	7		110	42.6	28	25	34	13
	8		116	49.4	11	33	38	18
Two or More Races	6		8	2.7	--	--	--	--
	7		9	3.5	--	--	--	--
	8		5	2.1	--	--	--	--
Socioeconomically Disadvantaged	6		151	50.2	40	35	23	1
	7		129	50.0	43	29	23	5
	8		124	52.8	23	38	28	10

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		32	10.6	56	41	0	0
	7		26	10.1	69	19	12	0
	8		28	11.9	50	39	11	0
Students with Disabilities	6		39	13.0	67	28	0	5
	7		26	10.1	73	23	4	0
	8		21	8.9	57	33	5	5
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	301	300	99.7	36	32	21	10
	7	258	255	98.8	33	32	20	15
	8	235	234	99.6	33	35	20	12
Male	6		154	51.2	42	28	19	10
	7		130	50.4	32	33	19	15
	8		117	49.8	33	30	18	19
Female	6		146	48.5	29	37	23	10
	7		125	48.4	34	30	20	15
	8		117	49.8	32	40	21	5
Black or African American	6		3	1.0	--	--	--	--
	7		4	1.6	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		4	1.6	--	--	--	--
	8		2	0.9	--	--	--	--
Asian	6		5	1.7	--	--	--	--
	7		8	3.1	--	--	--	--
	8		6	2.6	--	--	--	--
Filipino	6		5	1.7	--	--	--	--
	7		5	1.9	--	--	--	--
	8		1	0.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		128	42.5	50	30	13	5
	7		114	44.2	46	32	15	8
	8		102	43.4	42	42	10	6
Native Hawaiian or Pacific Islander	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		149	49.5	27	32	28	13
	7		110	42.6	27	34	23	16
	8		116	49.4	27	28	28	16
Two or More Races	6		8	2.7	--	--	--	--
	7		9	3.5	--	--	--	--
	8		5	2.1	--	--	--	--
Socioeconomically Disadvantaged	6		151	50.2	52	34	13	1
	7		131	50.8	44	37	11	8
	8		124	52.8	44	35	17	4
English Learners	6		33	11.0	76	18	3	0
	7		28	10.9	64	21	11	4
	8		29	12.3	76	24	0	0
Students with Disabilities	6		40	13.3	73	18	5	3
	7		26	10.1	77	23	0	0
	8		21	8.9	81	14	0	5
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC), English Language Advisory Committee (ELAC), Association of Parents, Teachers, and Students (APTS); classroom visitations, parent information nights and fundraising for specific programs.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Goal:
To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

- Increase consistency among staff related to school discipline policies and procedures; thus reducing the amount of time students are out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

The School Safety Plan is reviewed annually and approved by the Site Based Leadership Team and the School Board.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.17	8.57	5.84
Expulsions Rate	0.41	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	21	22	20	11	10	9	9	5	15	5	7	1
Math	25	24	22	4	8	9	8	5	12	6	6	
Science	30	32	32	1			7	5	7	7	9	8
SS	30	32	29	2			7	5	18	7	9	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	N/A

Average Number of Students per Staff Member

Academic Counselor	N/A
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Western Placer Unified School District provides a District Staff Development day at the beginning of the school year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. Teachers and administration have attended GATE and Pre-AP SpringBoard training's. Teachers have attended the Ca. Assoc. of Student Body Officers, Ca. Assoc. of Bilingual Educators training and the National Sci. Teacher Association conference. English teachers have received professional development by Katie Kinsella and Lori Olsen. In addition most of our teachers have received AVID training or are scheduled to attend AVID conferences. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend the Ca. League of Middle School Technology Conference. Teachers and administration attend the State Title 1 Conference. Select math teachers have received certificates in the UC Davis STEAM program. Training in TESS teaching strategies as well as training and implementation of Youth Development Institute (YDI) program are being instituted district wide. Our Counselor has attended prof. development in College to Career programs and our history teachers attended the Ca. History Project Conference at UCLA.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8344	2211	6133	72134
District	♦	♦	\$5,672	\$68,795
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			8.1	4.9
Percent Difference: School Site/ State			14.7	4.2

* Cells with ♦ do not require data.

Types of Services Funded

Staff professional development, instructional support, and extended learning time are funded by Title I and Supplemental Funds. Glen Edwards students have the opportunity to participate in a variety of special programs. Special Education and Intervention classes are offered utilizing district, state and federal funds. A wide variety of elective classes are offered including art, band, guitar, Leadership, Video Production, Year Book, Computers, Robotics, AVID and Ag. Science.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.